



Follow-Up

Moving Right Along: Using Practice-Based Coaching to Support Classroom Transitions

Coaching Corner Webinar, October 16, 2014

Thank you for participating in the October Coaching Corner webinar!
Please let us know how you used the webinar ideas in your coaching. Email us at ncqtl@uw.edu.

Presentation Summary

Young children spend about half of their program day in transitions between activities. The following are *key teaching practices* that help children be successful in these transitions:

- Teaching children what to do during transitions, and what comes next in the day
- Preparing children for transitions
- Embedding learning into transitions through games, songs, finger-plays, and social opportunities
- Providing support to individual children who need help transitioning

Practice-Based Coaching is an effective approach for helping teachers design smooth, productive classroom transitions. Follow the Practice-Based Coaching cycle:

Shared Goals and Action Planning

- Use tools from NCQTL, data you already collect in your program, and teacher self-reflection to complete a **needs assessment**. Consider using the Tools for Supervisors handouts, the CSEFEL Inventory of Practices, the CLASS tool, etc.
- Develop **goals and an action plan** that lists the specific steps you and the classroom team will accomplish.

Focused Observation

You might look for:

- Number and length of transitions
- Number of directions given
- Ratio of positive to negative directions or comments
- Number of children engaged and/or the number and type of challenging behaviors
- Individual child's response to transition
- Different adults' roles during transitions

Presentation Summary

Reflection and Feedback

- Discuss the **data and anecdotal notes** you collected during focused observation
- Discuss a **video recording** of a transition
- Provide **supportive feedback**, like:
 - I saw you give three individual transition warnings...
 - You really had the children's attention when you...
 - Jeremiah followed each step in your 3-step direction.
- Provide **constructive feedback**, like:
 - Remember next time to get down on Jeremiah's eye level...
 - Transition to group time lasted 8 minutes this morning. What are some ideas for shortening that transition?
- Offer opportunities for **reflection**:
 - Which transitions are going really well? What is great about them?
 - What does this transition look like in your ideal scenario? What do you expect the children to do?
 - If you could change one thing about this transition, what would it be?
 - How did the transition today compare with yesterday?
 - Why do you think this transition is so hard for Michael and Sasha?

Try it Out

- ✓ Look over the observation tools you already use in your program (CLASS, ECERS, etc.). Identify items that relate to classroom transitions.
- ✓ Think about features of your program that might create "necessary" transitions (i.e., playground schedules) and brainstorm ways to minimize the impact.
- ✓ Spend time observing classroom transitions in a variety of settings and times of day. Write down the good ideas you see that you might share with teachers.
- ✓ Learn a new transition song or finger-play and teach it to a teacher.
- ✓ Help a teacher develop a plan for an individual child. Try writing a scripted story about a difficult transition.
- ✓ Check out the resources listed in the next section for more ideas.

Presentation Summary

Resources

- Find sample scripted stories and lots of ideas at the Center on the Social and Emotional Foundations for Early Learning: www.vanderbilt.edu/csefel.
- See how one classroom changed the schedule and planned for an individual child's needs in the article, "Moving Right Along... Planning Transitions to Prevent Challenging Behavior" by M. L. Hemmeter and colleagues. *Young Children on the Web*. http://journal.naeyc.org/btj/200805/pdf/BTJ_Hemmeter_Transitions.pdf
- Download templates for visual schedules, scripted stories, and other great resources: http://challengingbehavior.fmhi.usf.edu/do/resources/teaching_tools/ttyc.htm
- Explore the training materials and Tools for Supervisors handout from the NCQTL 15-minute in-service suite, *Classroom Transitions*. <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/center/practice/ISS/classroom-transitions-t.html>
- Explore "This Month's Featured Make and Take" workshop on transitions, from the Technical Assistance Center on Social Emotional Intervention (April, 2014). http://challengingbehavior.fmhi.usf.edu/communities/make_n_take/make_n_take_home.html

Books with Transition Ideas to Share with Teachers

Transition Magician (books 1 & 2), by Nola Larson, Mary Henthorne, and Barbara Plum

Easy Songs for Smooth Transitions in the Classroom, by Nina Araujo and Carol Aghayan

Transition Time: Let's Do Something Different! by Jean Feldman

Transition Tips and Tricks for Teachers, by Jean Feldman

Teachable Transitions, by Rae Pica

Looking ahead:

Don't miss next month's Coaching Corner webinar on **Thursday November 20, 2 p.m. EST/11 a.m. PST!** Bring your questions and ideas about how to coach on teaching behavior expectations. Coaching Corner webinars take place the third Thursday of each month.

For more information, contact us at: ncqtl@uw.edu or 877-731-0764

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